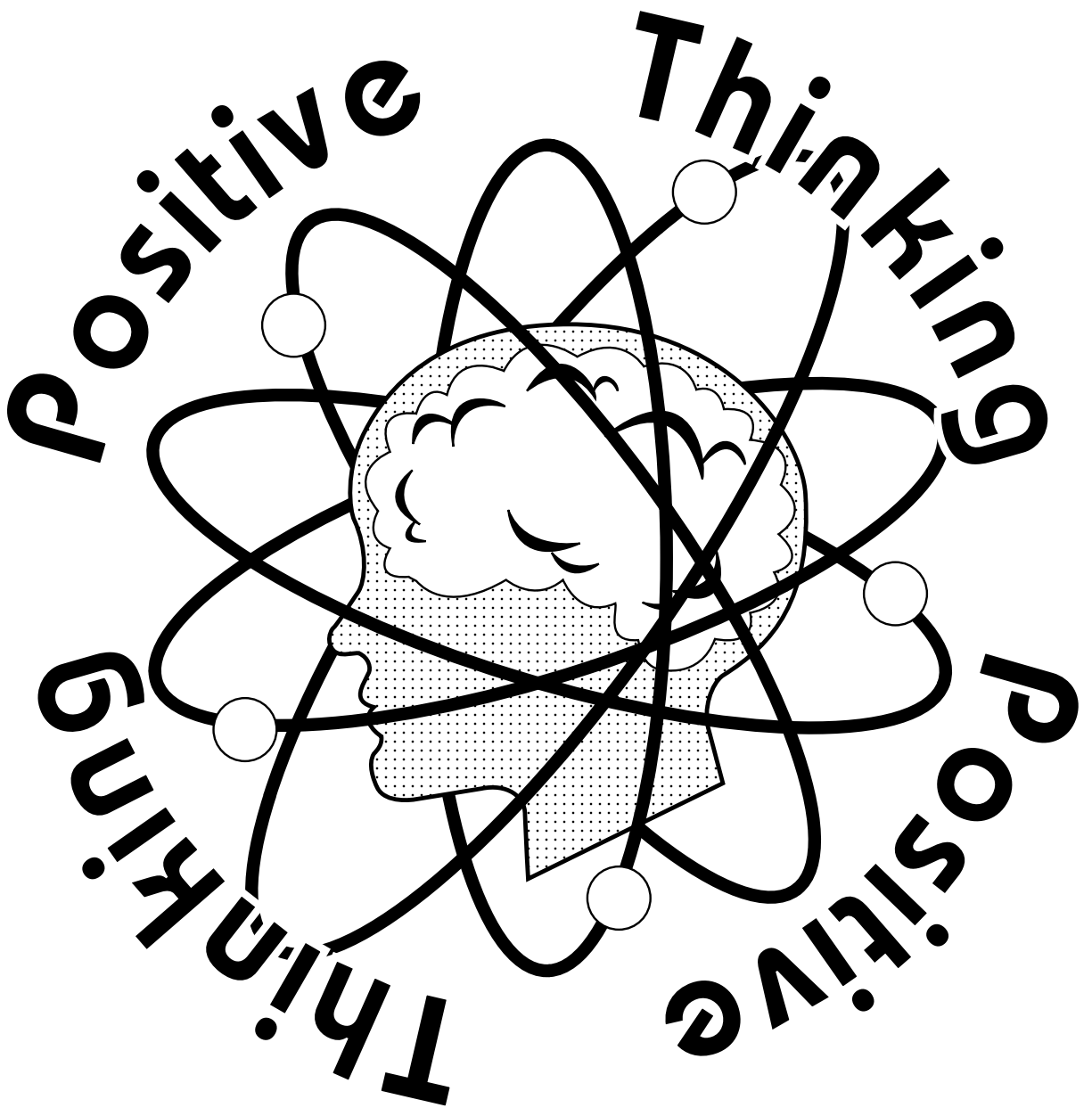
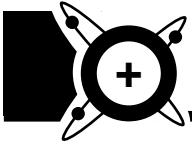


INSERT YOUR NEWSPAPER'S NAME HERE







# *A letter to teachers*

---

As educational trends continue to examine the need for the teaching of values, it is more important than ever to teach the value most needed for success: valuing oneself.

During the self-centered years of adolescence, there is much turmoil and self-examination. A student's lack of self-confidence can lead to failure. But through positive thinking, a student can break the failure habit and become the controller of his own future rather than a victim of circumstance.

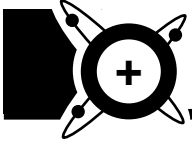
Author Stephen Covey calls this "The Personality Ethic." He explains that success is "a function of personality, of public image, of attitudes and behaviors, skills and techniques that lubricate the processes of human interaction."

It is the purpose of this curriculum guide to help teachers demonstrate to students that they can achieve success, that their attitudes and skills can improve, and that through the appropriate techniques, positive thinking can become the habit of choice.

The lessons in this guide can be adapted for use in classrooms across the curriculum and through a variety of grade levels. In addition, personal issues classes and advisory or other extended group sessions will greatly benefit from the techniques and activities offered.

From "Focusing on the positives" to "Feeling accepted," each of the lessons includes student-centered activities designed to underscore and illustrate the basic principles of the lesson. For you, each lesson is accompanied by a teacher's introduction, set of purposes, and a preparation outline for all activities.

Best of all, when used in conjunction with the newspaper, this guide provides you and your students a real-life, down-to-earth approach to positive thinking. It is the textbook that updates itself every day, the resource that talks to people about their lives and their community, and the medium that brings world events to a more personal level.



## *A word about students and success*

---

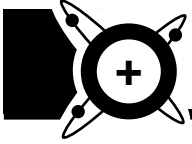
Adolescents today are very much like you and the other adults in their lives, struggling with day-to-day problems and trying hard to make the best of themselves and their surroundings. They are no longer mere children. Adolescents are beginning to assert their individualities. Each is a unique person with unique problems. At times they are insecure and frightened — everything is so new.

But they are clever in concealing their needs and their worries. Direct, probing questions from adults will seldom elicit a cordial response and almost never a revealing one. Frequently, adolescents seem callous, indifferent, insensitive, and even hostile. But it is safe to assume that actually each one is sensitive, probably easily hurt, and longing for support and someone to confide in. They are uneasy and worried but often cover up their feelings (which embarrass and puzzle them) with an I-don't-care attitude.

Adolescents may appear distracted or deep in thought, but they won't tell you their thoughts if you ask. They will seek the approval of their peers, trying out new attitudes and ideas. It gives them a feeling of security to have a small group of congenial friends in whom they can confide and count on for understanding and consolation.

Adolescents begin questioning accepted rules and conventions and act on their own convictions, rather than what others tell them. When adolescents reach this level, they find old barriers tottering and have to rebuild, to think anew, to find themselves again, and to establish new relationships with all aspects of their world. This process makes for a very rough passage.

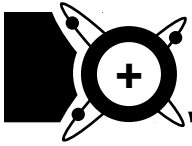
(Adapted from *How to Live Through Junior High School* by Eric W. Johnson)



# *Table of contents*

---

Lesson 1: Focusing on the positives .....	1
Lesson 2: Getting rid of the negatives .....	6
Lesson 3: Energizing your mind .....	11
Lesson 4: Finding happiness .....	16
Lesson 5: Expecting the best .....	21
Lesson 6: Fighting anger .....	24
Lesson 7: Feeling accepted.....	30



# Lesson one

---

## Focusing on the positives

### Introduction

Too often, students focus on their failures, shortcomings, and inabilities. This prevents them from seeing their strengths and talents. Adolescents are especially hard on themselves, allowing a distorted self-image to destroy their self-esteem. This lesson is designed to help students think in positive terms — especially when it comes to themselves. By focusing on areas of success and setting realistic goals, students can gain a sense of self-confidence and begin achieving at a higher level.

### Purpose

Each student will:

1. Identify personal strengths, abilities, talents
2. Identify areas of personal skills development that need strengthening

### Preparation

#### Activity I:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the introductory paragraphs on page 2. Students then complete the activity aimed at helping them identify their strengths and weaknesses. Younger students might wish to share their responses or display their work in the classroom. Older students might prefer the confidentiality of collecting their work in a notebook for this or any of the activities that follow.

#### Activity III:

**Materials needed:** Newspapers, pencils, paper

**Procedure:** Students read or are read the introductory paragraphs on page 4. Students think of something that has them worried, then record their responses to questions asked on the activity sheet. Younger students may need an example modeled by the teacher. Students should be assured that their answers will remain confidential unless they wish to share with the class. Students will try the same exercise — using a real-life situation reported in the newspaper.

#### Activity II:

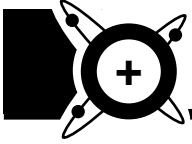
**Materials needed:** Newspapers, pencil

**Procedure:** Students read or are read the introductory paragraphs on page 3. They will work in small groups to locate five things in the newspaper that affect them in a positive way. Individually, they will briefly describe each example and be prepared to discuss. An extension of the activity includes identifying one negative situation reported in the newspaper and finding something positive about it.

#### Activity IV:

**Materials needed:** Journal, pencils, newspapers

**Procedure:** Students read or are read the introductory paragraphs on page 5. An initial discussion about the difference between a superficial compliment and a sincere one will be necessary. Students then complete the activity over a two-week period, including recording their thoughts about sharing compliments with others. Students will also draw conclusions about the exercise. A variation of the activity includes asking students to make positive statements about someone they don't like. They can target comic strip characters, television or movie characters, or a "real" person featured in the newspaper.



## Focusing on the positives

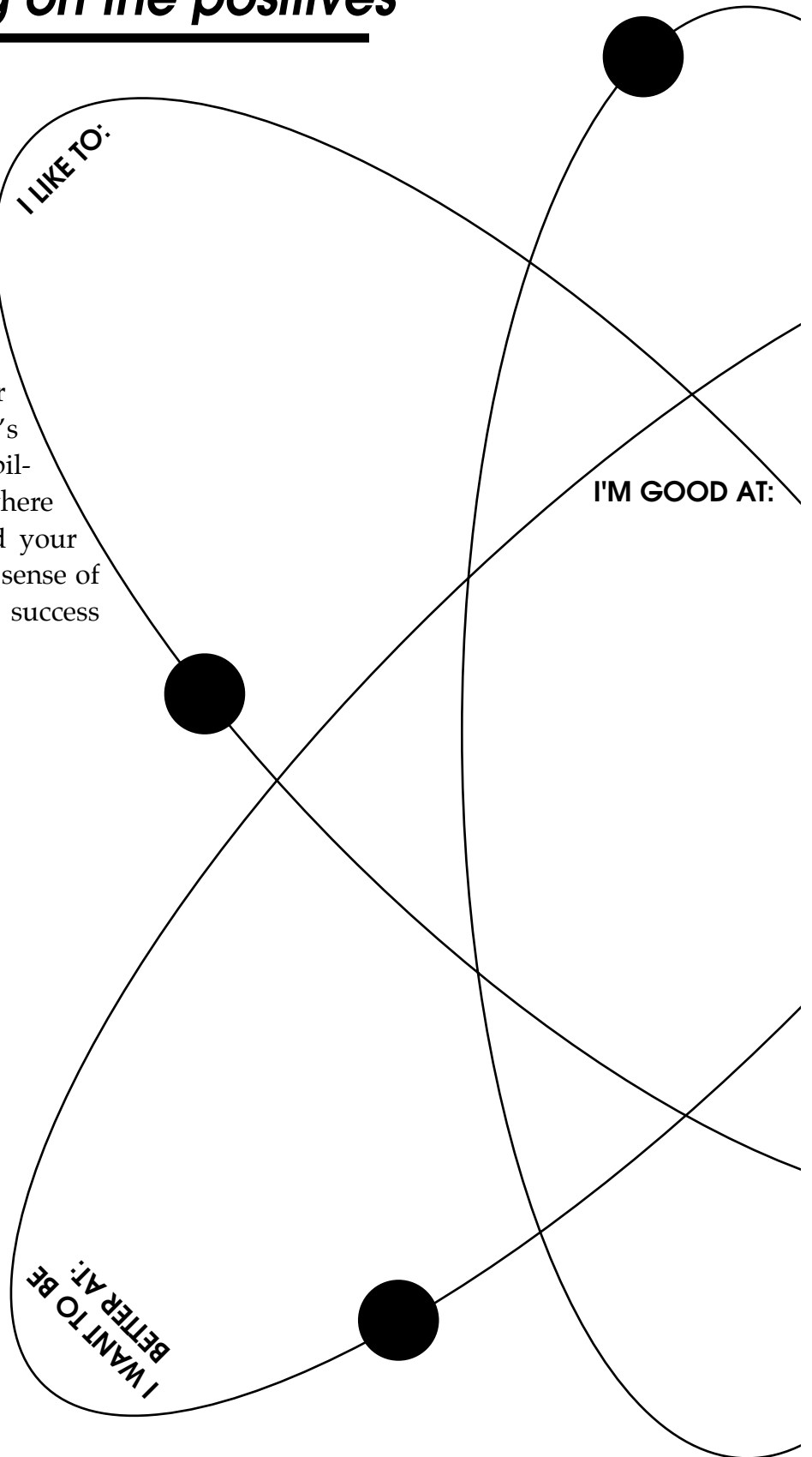
---

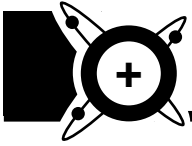
Every individual has a different set of abilities. Where you do well, another person might fail. Likewise, something that comes easily to another person might be difficult for you.

No matter what your strengths and weaknesses, it's important to believe in your own abilities. When you focus on areas where you are successful, you will build your self-confidence. And with a strong sense of self-confidence, your chances for success and happiness will be greater.

### ACTIVITY I

Using the diagram at right, make a list of things you like to do, things you're good at, and things that you'd like to get better at. Look through the newspaper for words and phrases to add to your list and pictures to help illustrate your thoughts.





## *Focusing on the positives*

---

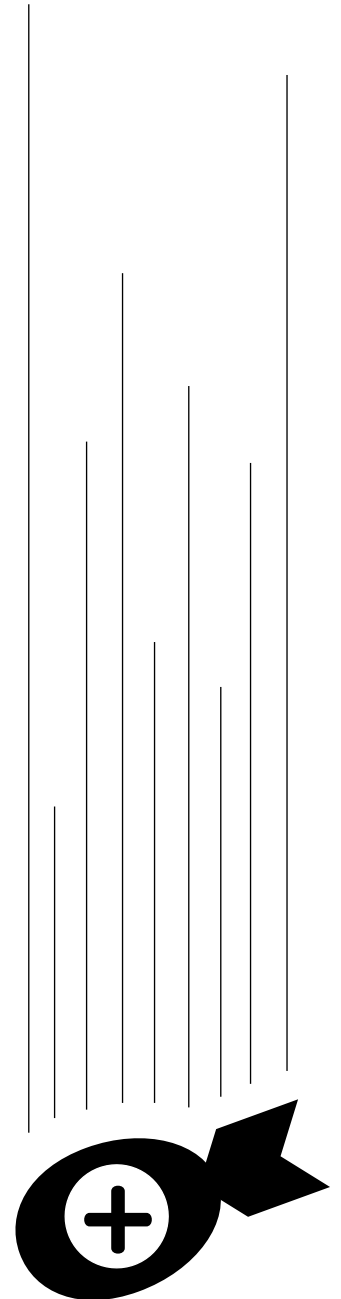
Having a positive attitude is important, indeed. It's important not only when it comes to how you view yourself but also when it comes to viewing life in general.

Admittedly, thinking in a positive way is not always easy — especially as you deal with life's ups and downs. But it is possible! Once you start to recognize the positive things that already exist in your life and learn how to see them even in the face of adversity, positive thinking can become YOUR mode of thinking.

### ACTIVITY II

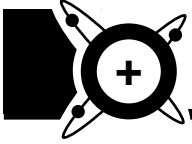
Working in small groups, find five "positives" in your newspaper — words and/or actions that personally affect you in a positive way. Briefly describe each example below. Be prepared to discuss your choices.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



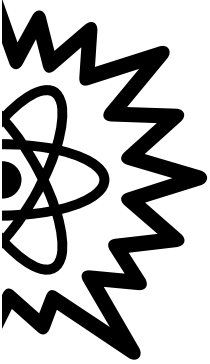
*Now, identify a "negative" reported in your newspaper. Find something positive about the situation and share it with the class.*





## ***Focusing on the positives***

---



People with positive attitudes believe they have within themselves the ability to overcome many obstacles. No matter what life hands them, their ability to think positively gets them through even the most difficult situations.

"Attitudes are more important than facts," according to famed psychiatrist Dr. Karl Menninger. If you have a defeatist attitude, then you believe you're a failure whether you really are one or not.

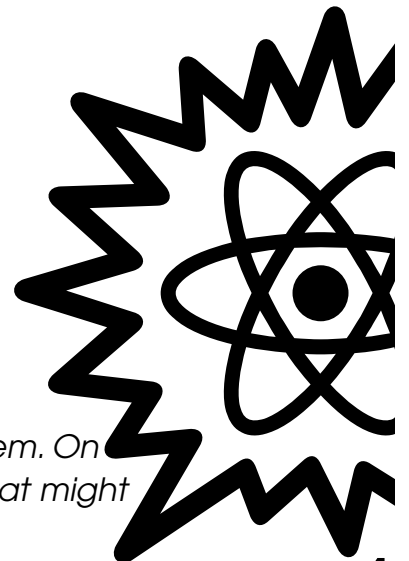
### **ACTIVITY III**

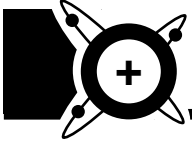
Think of a situation that has you worried. Write a sentence describing that situation. Then make a list NOT of the factors that are against you but the factors that are for you. It may surprise you how many positive things you really have going for you.

**A situation I'm worried about:**

**What I have going FOR me:**

*Now, try this same exercise with a situation covered in your newspaper. Identify a person who is struggling with a crisis or problem. On a separate piece of paper, make a list of the factors or attitudes that might help this person get through the situation successfully.*





## ***Focusing on the positives***

Are you generous with your positive thoughts? Do you share them with others in the form of compliments and praise?

You might be surprised to discover that, like most people, you're a little stingy when it comes to sharing a nice thought about someone else. It's one thing to THINK something positive about another person and quite another to actually tell him or her.

Sharing kind words and statements with others is an important step in learning to focus on the positives in life. When we learn to see the good in other people, we learn to see the good in ourselves (and vice versa!).

### **ACTIVITY IV**

See what a difference it makes when you turn your positive thoughts into positive words. Make one honest compliment to three different people every day for two weeks. Throughout that time, keep a journal. How did it make you feel? What reactions did you get from other people? Was it easy or difficult? How did it affect your relationship with your peers? What conclusions can you draw about the power of positive thinking — and speaking?

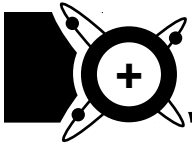


Now, try something a little different: giving a compliment to someone you don't like. Pick a comic strip character, a television or movie character, or a "real" person featured in your newspaper who you just don't care for. Think of three honest compliments you could give this person or character if you had the opportunity. Write them below.

---

---

---



## Lesson two

---

# Getting rid of the negatives

### Introduction

It is natural for people to develop negative thoughts and feelings. Although it is not easy to get rid of these “negatives,” it’s important that people learn to focus instead on more positive thoughts and ideas. Through the activities suggested in this lesson, each student will practice the skills necessary to replace negative thoughts and feelings and cultivate a more positive attitude.

### Purpose

The student will:

1. Identify personal negative feelings
2. Practice replacing negative thought patterns with positive ones

### Preparation

#### Activity I:

**Materials needed:** Newspapers, pencils, art supplies (optional)

**Procedure:** Students read or are read the introductory paragraph on page 7. Students complete the activity to learn to fill their minds with creative, healthy thoughts. Younger students might wish to share their responses; the teacher might wish to elicit group discussion. Older students might prefer the confidentiality of collecting their work in a notebook. Students also look for peaceful words in their newspaper.

**Extension activity:** Students can create sketches, drawings, or paintings that further describe their peaceful scenes.

#### Activity III:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the introductory paragraph on page 9. Students begin the activity individually, each choosing one newspaper topic as described in the directions. Next, the teacher might wish to model for the students the beginning of a typical role-playing conversation that illustrates negative vs. positive thoughts. Each student is then assigned a partner, and adequate time is given to the starting partner before the teacher calls for students to reverse roles. Students can volunteer or be chosen to re-enact their conversations for the class.

#### Activity II:

**Materials needed:** Pencils

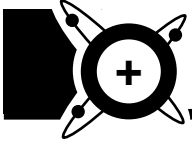
**Procedure:** Students read or are read the introductory paragraph on page 8. Students then identify the “little negatives” they use. Younger students might wish to share their responses; the teacher may wish to initiate group discussion. Older students might prefer the confidentiality of collecting their work in a notebook for this or any of the activities that follow. Students will also identify “little negatives” recorded in the newspaper. A class discussion about the general effects of “little negatives” can conclude the activity.

**Extension activity:** The teacher can ask students to perform a role-playing situation in which one person uses “little negatives.”

#### Activity IV:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the introductory paragraphs on page 10. Using the newspaper, students should spend several minutes finding examples of “fears” that people have. They should then record those fears and offer constructive ways to combat them. Group discussion is encouraged.



## Getting rid of the negatives

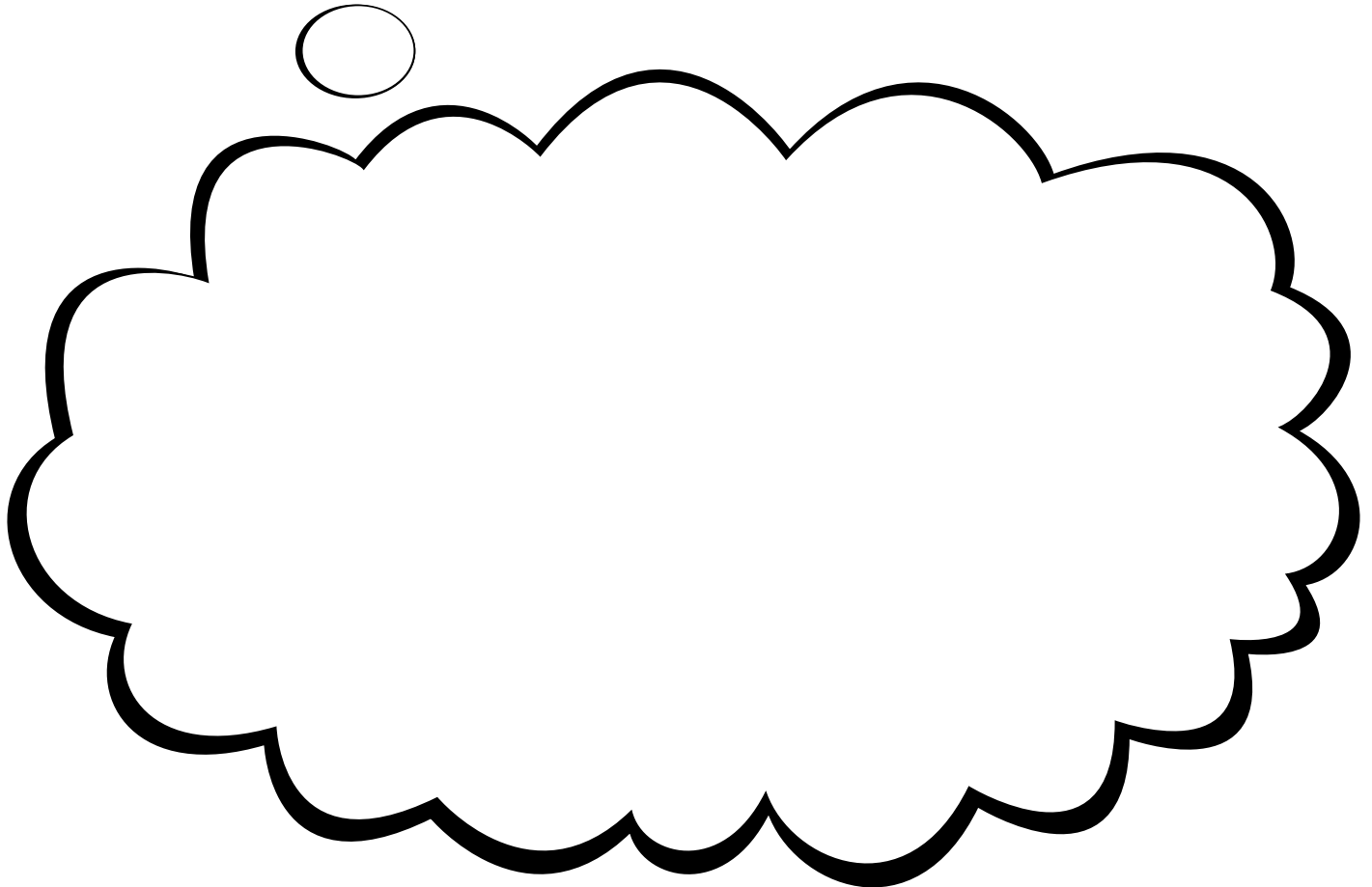
Like everyone else, you have negative thoughts and feelings — fear, insecurity, guilt, and even hatred. But also like everyone else, you have within yourself the ability to replace these “negatives” with a more positive way of thinking. It may not always be easy, but it is possible!

### ACTIVITY I

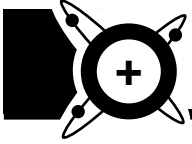
One technique often recommended for getting rid of negative thoughts and feelings is to replace them with mental pictures of peaceful scenes, such as the light of the moon on water, the ocean washing gently on the sand, or the stars twinkling on a clear, quiet night.

Think of a peaceful scene you could use to prevent negative thoughts from creeping into your mind. Describe that scene below.

**A PEACEFUL SCENE**



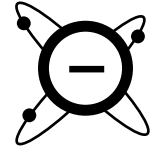
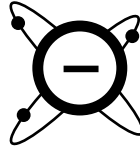
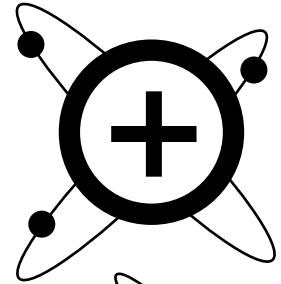
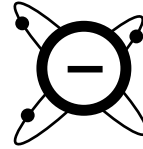
*Sometimes, simply thinking of peaceful words and expressions might do the trick. Using today's newspaper, find and circle at least 10 “peaceful” words and expressions to tuck away when you need a little peace of mind.*



# Getting rid of the negatives

Are you a user of “little negatives”? Do such phrases as “I don’t think I can do that” or “I’m afraid I’ll be late” clutter up your conversation?

You may not even realize it when you use negative words and phrases. Regardless, if you use them enough, they can condition you to think negatively, too. Before you know it, little negatives will clutter up your mind, as well as your conversation.



## ACTIVITY II

Everyone is guilty of using little negatives once in a while. Write down four examples of negative words and phrases you have heard or have used yourself.

1.

2.

3.

4.

Using your newspaper, identify quotes in which someone used little negatives. Below, write the sentences containing the negative words or phrases. Discuss the effects they might have on the people saying them.

---

---

---

---

---

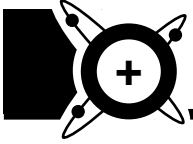
---

---

---

---

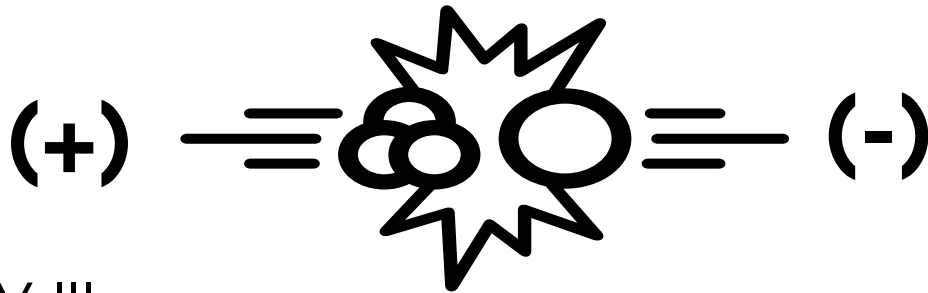
---



# Getting rid of the negatives

Often, it's not the "little negatives" that stand in the way of a positive attitude. It's the big ones! People who consistently talk negatively not only affect themselves and their attitudes but others who are around them.

On the other hand, people who carry on personal and group conversations with upbeat words and expressions give themselves and others plenty to be positive about.



## ACTIVITY III

Choose a topic from today's newspaper that upsets or angers you. Working with a partner, begin a conversation expressing your negative thoughts. Your partner's job is to inject positive thoughts into the conversation. Now, reverse roles and have your partner be the negative one. How well did you do? Describe your experiences below.

---



---



---



---



---



---



---



---



---



---



---



---



---



---



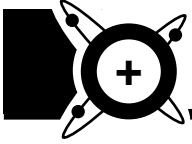
---



---



---



## Getting rid of the negatives

When people feel inferior, they are easily discouraged and can even become depressed. Instead of focusing on the things they can do well, they dwell on their weaknesses and failures.

What causes feelings of inferiority? Many times these feelings begin in childhood. A person might think he or she is too fat, or too thin, or not like other children.

Often, feelings of inferiority come from fears — the fear of making new friends or the fear of failure, for example. (One poll found that the No. 1 fear is speaking in public. It even ranked above death!)

Everyone has fears. Finding ways to deal with those fears is an important step in conquering them. See for yourself.

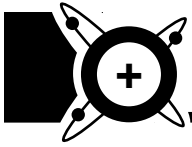
### ACTIVITY IV

Use your newspaper to find examples of things people are afraid of. (Don't forget the comics!) Write some of those "fears" below, then come up with constructive ways to combat them. Discuss the different ways you and your classmates would deal with each fear.

(-)

(+)

<u>KIND OF FEAR</u>	<u>HOW TO COMBAT IT</u>



## Lesson three

---

# Energizing your mind

### Introduction

This lesson is designed to help students keep to channel the mind's "energy" in a positive way. Much has been written about the energy level of this generation of students. They are less active physically. Obesity and poor diet are growing concerns. But just as worrisome is the fact that students today seem easily bored, more worried, and less involved in the types of activities that create a positive outlook on life.

### Purpose

The student will:

1. Identify the mind's energy blockers
2. Explore positive avenues to channel energy

### Preparation

#### Activity I:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the introductory paragraphs on page 12. Students then use the newspaper to identify ways to relax. Then, individually or in small groups, they create radio commercials to promote their relaxing techniques or activities. Students might wish to perform their commercials, or the teacher may read several of the most persuasive commercials aloud. Each student should then choose the technique or activity that would be most beneficial to their own lives.

#### Activity III:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the introductory paragraphs on page 14. For some students, the teacher might need to define terms such as "resentment" or "generalizations." Depending upon prior newspaper knowledge, students may require a review of news categories: local, state, national, and international. Students should know that the location of a story is identified by the capitalized dateline information preceding many news stories (e.g., TOKYO, WASHINGTON). Students then complete the activity in cooperative groups. Each group should report to the class the conclusions they have drawn from their research.

#### Activity II

**Materials needed:** Pencils, computer (optional)

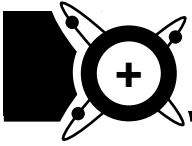
**Procedure:** Students read or are read the introductory paragraph on page 13. Students may use class time to create a schedule that includes the daily practice of silence. Students may fill in the schedule as a homework assignment. A teacher- or student-designed schedule form may be substituted. Two days later, a follow-up activity could include asking students to share their successes in adding 10 to 15 minutes of silence to their schedules.

#### Activity IV:

**Materials needed:** Newspapers, pencils, scissors, paper

**Procedure:** Students read or are read the introductory paragraphs on page 15. Students then complete the activity individually, first searching for examples of letters to the editor, then writing one of their own. The teacher should encourage students to conduct thorough research. Students should write a rough draft first on another sheet of paper. Once students are finished, the teacher can involve students in a discussion of ways they can help in their community. (Which groups or organizations are they or their family members involved in? What could they do, as individual students or as a school, to improve their own community?)





# *Energizing your mind*

---

Have you ever noticed the tempo of things around you? If you listen to the wind in the trees or the buzzing of insects, you'll notice that nature has a very even pace. But if you listen to the traffic on city streets or the sounds of people shopping during the holiday rush, you'll realize that most of us speed around at an unnatural pace.

The problem with this frantic pace of living is that too often people don't take enough time to rest and relax. Even young people need to take time to give their minds and bodies a break. It can restore your energy, ease the stress and tension in your life, and, yes, help you maintain a positive outlook.

## ACTIVITY I

Skim through the articles and advertisements in today's newspaper to identify a relaxing activity to participate in or a relaxing place to go. Create a 30-second radio commercial selling this activity or place to your teen-aged listeners. Remember, advertisements attempt to persuade people to buy a product or service.

### SCRIPT FOR YOUR COMMERCIAL:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

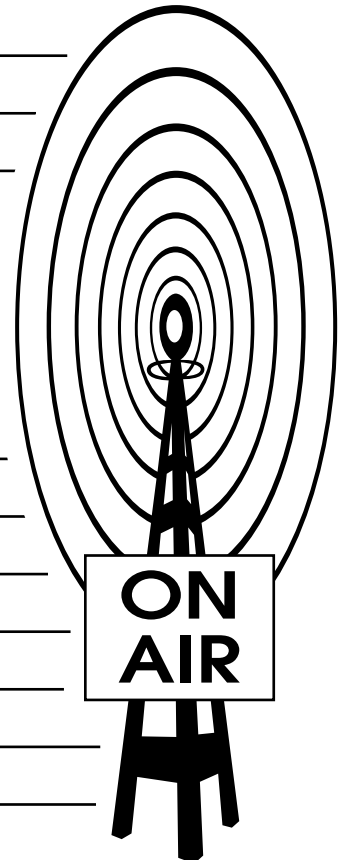
---

---

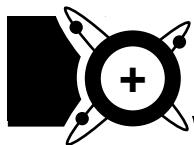
---

---

---







# ***Energizing your mind***

Knute Rockne, one of the greatest football coaches in history, said, "I have to get the most energy out of a man, and I have discovered that it cannot be done if he hates another man. Hate blocks his energy, and he isn't up to par until he eliminates it and develops a friendly feeling."

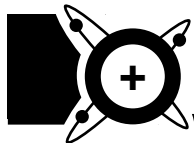
Hate is just one example of our so-called energy blockers. Fear and resentment can also zap away our energy — mentally and physically. If we can keep our minds free of the bad feelings and inner conflicts that we allow to affect us, our bodies can operate like a finely tuned machine, full of energy and raring to go.

## **ACTIVITY III**

Using today's newspaper, work in small groups to identify news stories that involve hate, fear, resentment, or any combination of the three. Indicate which stories are local (L), state (S), national (N), and International (I). For each story, describe below what might have happened had the people involved put all their energy into a more positive approach.

<b><u>Subject of news story</u></b>	<b><u>What might have happened</u></b>





## Energizing your mind

A famous politician once traveled hundreds of miles, making seven speeches in one day. Someone asked him how he could still be so full of energy after such a long day. He replied, "Because I believe absolutely in everything I said in those speeches. I am enthusiastic about my convictions."

When you truly believe in something, you often find you have unlimited energy. Perhaps it's a certain cause or charity. Maybe it's a special group or community organization.

Whatever your good cause, finding a way to keep your mind interested and active is one way to keep the energy flowing and your attitude positive.

### ACTIVITY IV

People committed to certain causes or concerns often put their energy into sharing their views with others. One way they do this is by writing letters to the editor and other opinion pieces found on your newspaper's editorial pages.

Look for examples of such opinion pieces in your newspaper. Cut out examples in which the writers appear to be totally committed to the cause or concern. Then try your hand at writing a letter to the editor about something you feel strongly about. Be sure to research your topic first.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

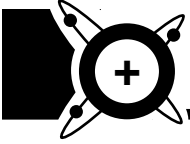
---

---

---

---





## Lesson four

---

# Finding happiness

### Introduction

Happiness often depends on how you view life's situations. Some people dwell on what's wrong in their lives; others concentrate on the good things life gives them.

This lesson is designed to help students focus on sources of happiness already in place in their lives and to increase their happiness and maintain a positive approach to life. Students are guided through activities that develop attitudes and actions that promote individual happiness.

### Purpose

The student will:

1. Identify sources of personal happiness
2. Explore attitudes and actions that promote happiness

### Preparation

#### Activity I:

**Materials needed:** Newspapers, pencils, scissors, bulletin board or wall space, thumbtacks or tape

**Procedure:** Students read or are read the introductory paragraphs on page 17. Students then complete the activity as a class. (HINT: Because this involves clipping several items from the newspaper, this activity may be reserved for the end of the day when all reading activities have been completed.) The collage project described can be ongoing, with students adding items when they are finished reading each day's newspaper. Students also write their own thoughts about happiness.

#### Activity III:

**Materials needed:** Newspapers, pencils, scissors, glue or tape, art supplies (optional)

**Procedure:** Students read or are read the introductory paragraphs on page 19. The teacher may wish to initiate a discussion about attitudes and personal qualities that can lead to happiness. Students then complete the activity in small groups.

**Extension activity:** This activity can be altered to include characters from books, plays, and newspaper articles.

#### Activity II:

**Materials needed:** Newspapers, pencils

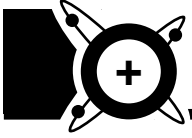
**Procedure:** Students read or are read the introductory paragraphs on page 18. Students then complete the activity individually to practice concentrating on positive thoughts. Students will also cut out newspaper quotes that illustrate positive thinking.

**Extension activity:** This activity can include expository writing with an introductory paragraph, including the topic sentence, three paragraphs developed from the three columns of entries on the activities, and a concluding paragraph.

#### Activity IV:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the introductory paragraphs on page 20. Students work individually to identify "wants" and "needs." Students then identify people in the newspaper who are in need and determine the best route for helping them. This activity can lead to further discussion of "wants" and "needs."



## *Finding happiness*

---

Who decides if you're going to be happy or unhappy?

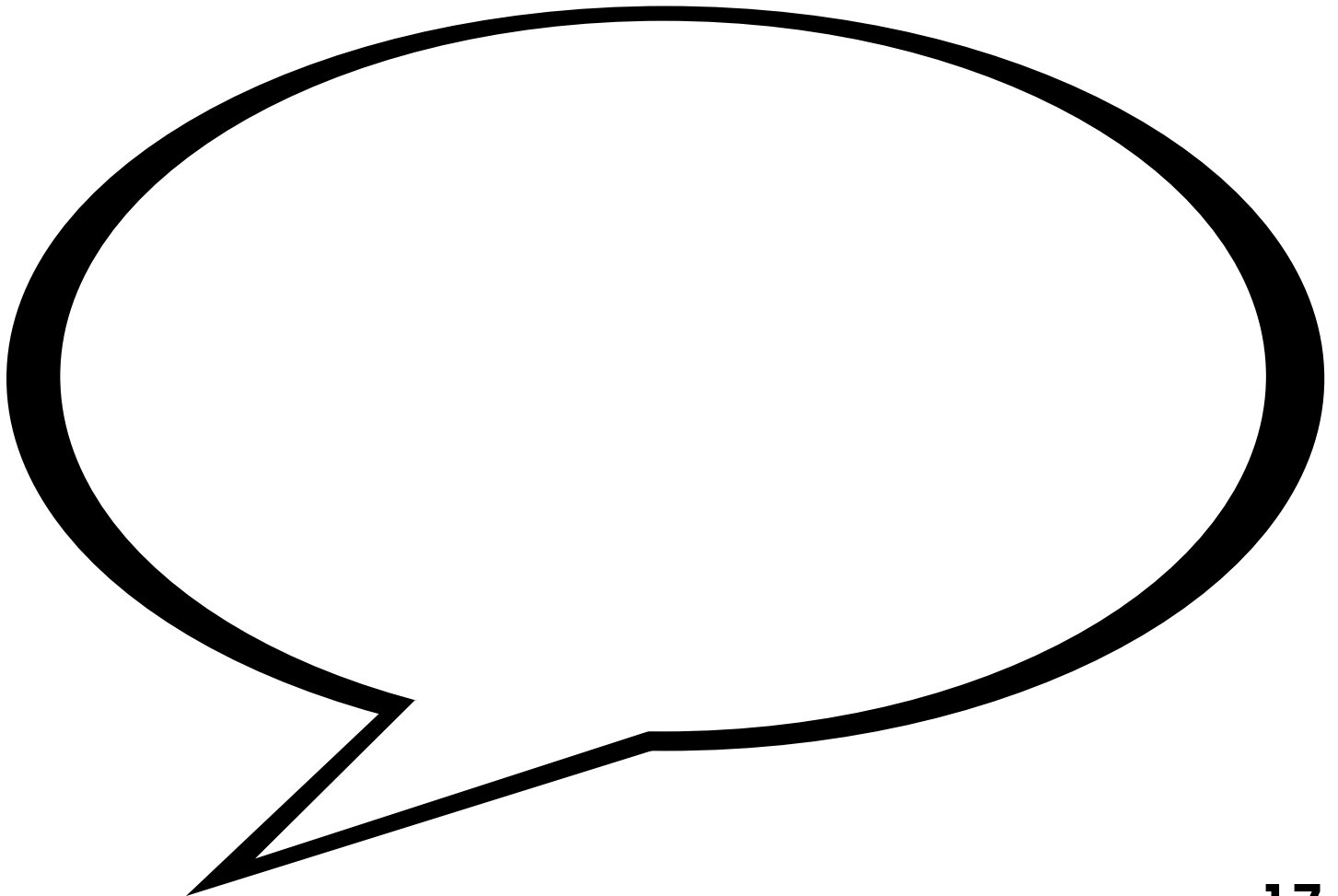
You do! Abraham Lincoln once said that people are as happy as they make up their minds to be. The same message is echoed in the more modern saying, "When life gives you lemons, make lemonade." It's true that we can't control everything that happens to us. However, we can adjust our attitudes to avoid feeling overwhelmed by life's ups and downs.

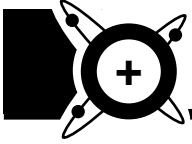
Some of the things that worry us in our daily lives can be traced to the society in which we live. We may not be able to control crime in our cities, the rising unemployment rate in our state, or the prejudiced attitudes of others. But our thoughts and attitudes can help us overcome the negative feelings that result from such worries.

### ACTIVITY I

Take Abraham Lincoln's advice and make up your mind to find things to be happy about. Clip out five things in today's newspaper that make you happy. Use everyone's clippings to form a wall collage called "Happiness Is ... ."

**Below, create your own saying or advice about happiness. Feel free to share it with the class.**





# Finding happiness

---

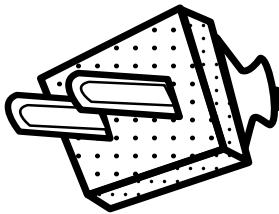
With practice, you can drive off the thoughts that make you unhappy. Dr. Norman Vincent Peale, famous for his newspaper columns and self-help books on positive thinking, suggests starting each morning saying something positive to yourself, such as:

*"I believe I can successfully handle all the problems that will arise today. I feel good physically, mentally, and emotionally. It is wonderful to be alive. I am grateful for all that I have had, for all that I now have, and for all that I shall have. Things aren't going to fall apart."*

## ACTIVITY II

Practice driving off unhappy thoughts by concentrating on the positives. Confidentially complete the chart below, listing as many entries in each column as you can.

### **I AM GRATEFUL FOR ...**

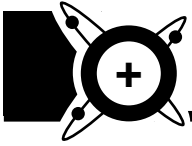


What I have had

What I have now

What I hope to have

*Now, watch for a newspaper feature story about someone who is happy with his or her life. Cut out quotes that illustrate how this person drives off unhappy thoughts and concentrates on the good things in life. Share them with the class.*



# Finding happiness

---

There are a few basic principles of happy living, such as a showing kindness to others, having a friendly attitude, sympathizing with someone's sorrow, and showing sensitivity to others' feelings. If you base your actions and attitudes on such fundamental principles, your chances for happiness will greatly increase.

Here are some other basic principles of happy living:

- Keep your heart free from hate
- Keep your mind free from worry
- Live simply
- Give much
- Forget thinking of yourself and think of others
- Treat others as you would like to be treated

*Can you think of others to add?*

## ACTIVITY III

In small groups, create the ideal comic strip character — one that exhibits all or some of the attitudes and positive actions mentioned above. Begin by writing the name of an existing character from your newspaper that exhibits the qualities listed below.

A character that keeps his/her heart free from hate: \_\_\_\_\_

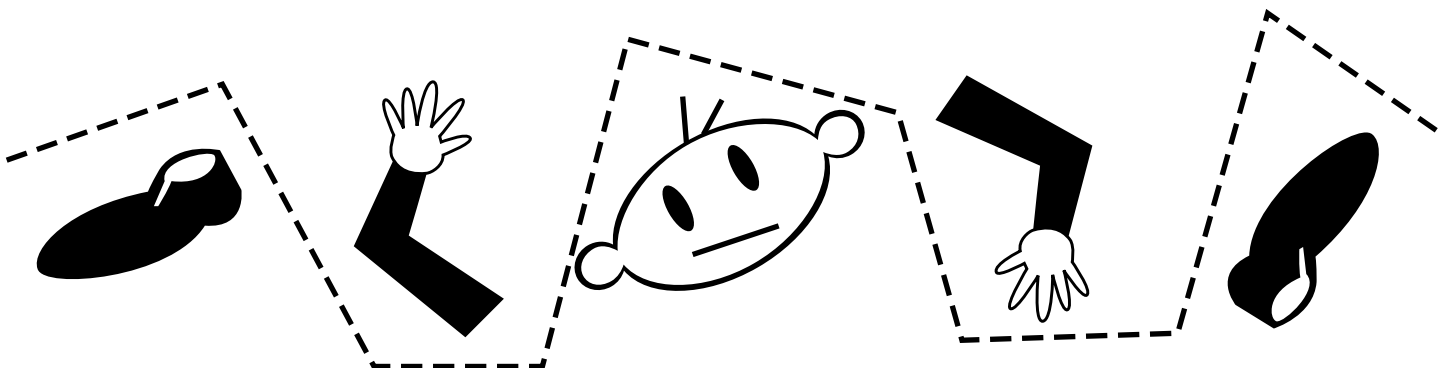
A character that keeps his/her mind free from worry: \_\_\_\_\_

A character that lives simply: \_\_\_\_\_

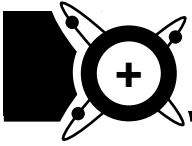
A character that thinks of others: \_\_\_\_\_

A character that treats others as he/she would be treated: \_\_\_\_\_

Now, draw your character or "piece" it together by using the head of one comic strip character, the body of another, and so on. Be sure to give him or her (or it!) a name.







## Finding happiness

---

Along with developing attitudes and actions to make you a happier person, other factors can contribute to your happiness. For instance, having good friends or having someone to feel close to are “special gifts” that can give you a happier outlook.

Another important factor that can lead to happiness is being able to distinguish between your needs and wants. We **NEED** food, shelter, and other basics for survival. We **WANT** nice homes and cars, designer clothes, the best stereo system, and more. And those who get carried away thinking these wants will bring them happiness often end up disappointed. After all, “Money can’t buy happiness,” as the old saying goes.

### ACTIVITY IV

Using the “Wants and Needs” chart below, make a list of items that would fall into each category. Make a “Wants and Needs” collage with cut-out items from your newspaper to illustrate each concept. Remember, needs are the things in life that are necessary for survival; wants are the things we desire beyond our basic needs.

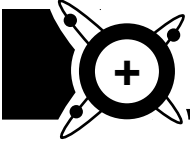


**VS.**



<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

*Next, search your newspaper for a story about someone in **NEED**. Make note of the ways in which you or someone else could help this person. Discuss your thoughts.*



## Lesson five

---

# Expecting the best

### Introduction

It is important that students recognize the mindset of a winner. Local heroes, sports figures, and political leaders all know what it takes to win. In this lesson, students will examine the power of the mind in achieving success. Students will become familiar with overcoming obstacles and aiming for success.

### Purpose

The student will:

1. Examine techniques for visualizing success and achieving realistic goals
2. Explore attitudes and actions of successful individuals

### Preparation

#### Activity I:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the introductory paragraphs on page 22. Students then search the sports section for athletes who exhibit positive attitudes and those who have negative attitudes. Students complete the activities individually.

#### Activity III:

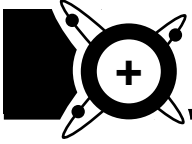
**Materials needed:** Newspapers, bulletin board or poster board, scissors, glue or thumbtacks

**Procedure:** Students read or are read the opening paragraph on page 24. Students are encouraged to contribute to this ongoing project throughout each month. Photos, clippings, and news articles can be gathered from a variety of print media. The teacher might wish to reserve space to display the entire collection as each month is completed.

#### Activity II:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the opening paragraph on page 23. Individually or in groups of three, students practice “expecting the best” of a situation reported in the newspaper. Students might want to share their thoughts with the class.



## Expecting the best

---

Many of our favorite fairy tales tell a story of how "wishing can make it so." In real life, however, wishes usually aren't that powerful.

Yet it is true that you will do your best when you decide to put your mind to the task. William James, the famous psychologist, said: "Your belief at the beginning of a doubtful undertaking is the one thing that ensures the successful outcome of your venture." In other words, believing you'll succeed can go a long way in making it happen.

### ACTIVITY I

Your newspaper is filled with stories about people who have the confidence to meet a challenge head-on. Positive thinking is a way of life for them.

Find a story first in your sports section, then in the other sections, about someone who met his or her biggest challenge — win or lose — with a positive attitude. Find at least one quote that illustrates a positive attitude, and record it below. What conclusions can you draw?

“

---

---

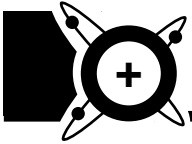
---

---

”

*Now, find a story about someone who took a negative approach to a win-lose situation. What differences do you see between the two? Discuss.*





# Expecting the best

Throughout the centuries, people have discovered that when you bring all your energy and power to focus upon attaining the best, it will bring the best to you. Being a positive thinker means turning your thoughts toward the best.

Positive thinkers make the news every day. They do something no one else has ever done, or they do something better than anyone has ever done it. Their stories prove over and over again that expecting the best and getting it go hand in hand.

## ACTIVITY III

At the beginning of the school year, begin a class project called "The Positive Thinkers Monthly News," "September's Positive Thinkers," or something similar. Start each month with a blank bulletin board or poster board and fill it daily with positive people, positive news, positive pictures, and positive headlines from your daily newspaper and from your school's newspaper.

Before you start, predict the effect you think this project will have on those who come in contact with it. (Are you thinking positively?)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

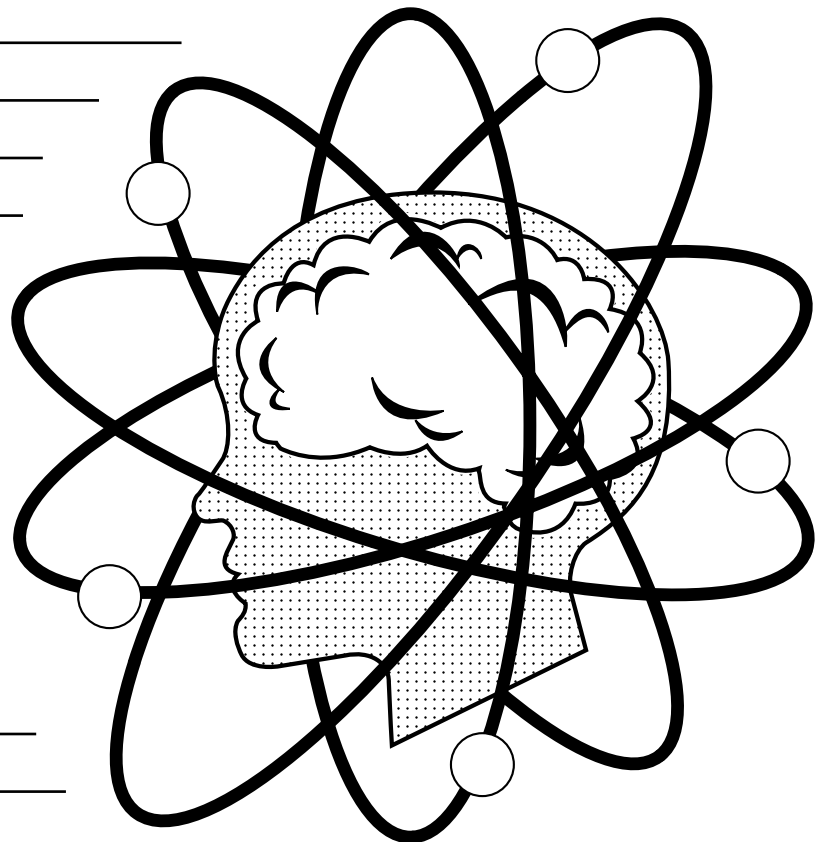
---

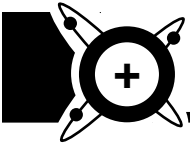
---

---

---

---





## Lesson six

---

# Fighting anger

### Introduction

Negative feelings don't just interfere with our happiness and our relationships. They can also interfere with our health. In this lesson, students will recognize the effects negative feelings — especially anger — have on the body. Students will examine alternative responses to emotional situations and will learn to achieve more desirable outcomes.

### Purpose

The student will:

1. Recognize the negative effects of anger on the body
2. Practice replacing anger with more positive responses

### Preparation

#### Activity I:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the introductory paragraphs on page 26. Students then complete the activity in cooperative groups. A review of fractions may be necessary to ensure each group's successful tabulation of results. The activity should conclude with all groups comparing their findings.

#### Activity III:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the introductory statement on page 28. Students analyze a photo of an angry person and record their thoughts as instructed. Students may wish to attach their photos to their written work. Their work can be read aloud and/or displayed in the classroom.

**Extension activity:** Students can learn to recognize the signs of anger further by observing characters on their favorite TV shows. They can record their observations of an angry character to share with the class.

#### Activity II:

**Materials needed:** Newspapers, paper, pencils, markers

**Procedure:** Students read or are read the introductory paragraphs on page 27. Students begin the activity individually, creating advertisements for healthy attitudes. They then present their advertisements to the class and choose five of the best product ideas.

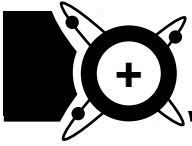
**Extension Activity:** The teacher can ask students to work cooperatively to write a script for a home shopping network commercial for their product.

#### Activity IV:

**Materials needed:** Newspapers, pencils, paper (optional)

**Procedure:** Students read or are read the opening paragraph on page 29. The teacher may wish to select a specific columnist's letter to be read and analyzed by the class, especially if the maturity level of the class would limit discussion of more controversial subjects.

**Extension activity:** The teacher can ask students to write a mock letter expressing thoughts about something that makes them angry. Students can then switch letters and try their hand at being an advice columnist, writing responses to the letters they're given.



# Fighting anger

---

Ever feel like your stomach is “**tied in knots**”? Has your head ever felt like it was going to “**explode**”?

Such feelings — though physical in nature — may often be the result of an emotional experience. In fact, one-third of all illnesses are caused by emotional turmoil of some sort.

When you are in the grip of anger, fear, resentment, and other negative feelings, your body feels the real effects. That’s why it’s so important to recognize these effects and to take steps not to let them control you — mentally or physically.

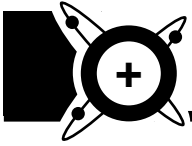
## ACTIVITY I

One-third of all illnesses are emotional in nature, and another one-third are caused by physical problems. The final third are caused by a combination of emotional and physical problems.

Working in small groups, choose six comic strips from today's newspaper that feature a character with a problem. Decide if the problems illustrated in the strips are caused by: A) something physical, B) a combination of something physical and emotional, or C) something clearly emotional. Figure the percentages for each cause, and compare your results with those of the other groups. What conclusions can you draw?

Name of comic strip character	Problem	Cause of Problem (physical, emotional, or both)
1.	●	●
2.	●	●
3.	●	●
4.	●	●
5.	●	●
6.	●	●

Results:



## ***Fighting anger***

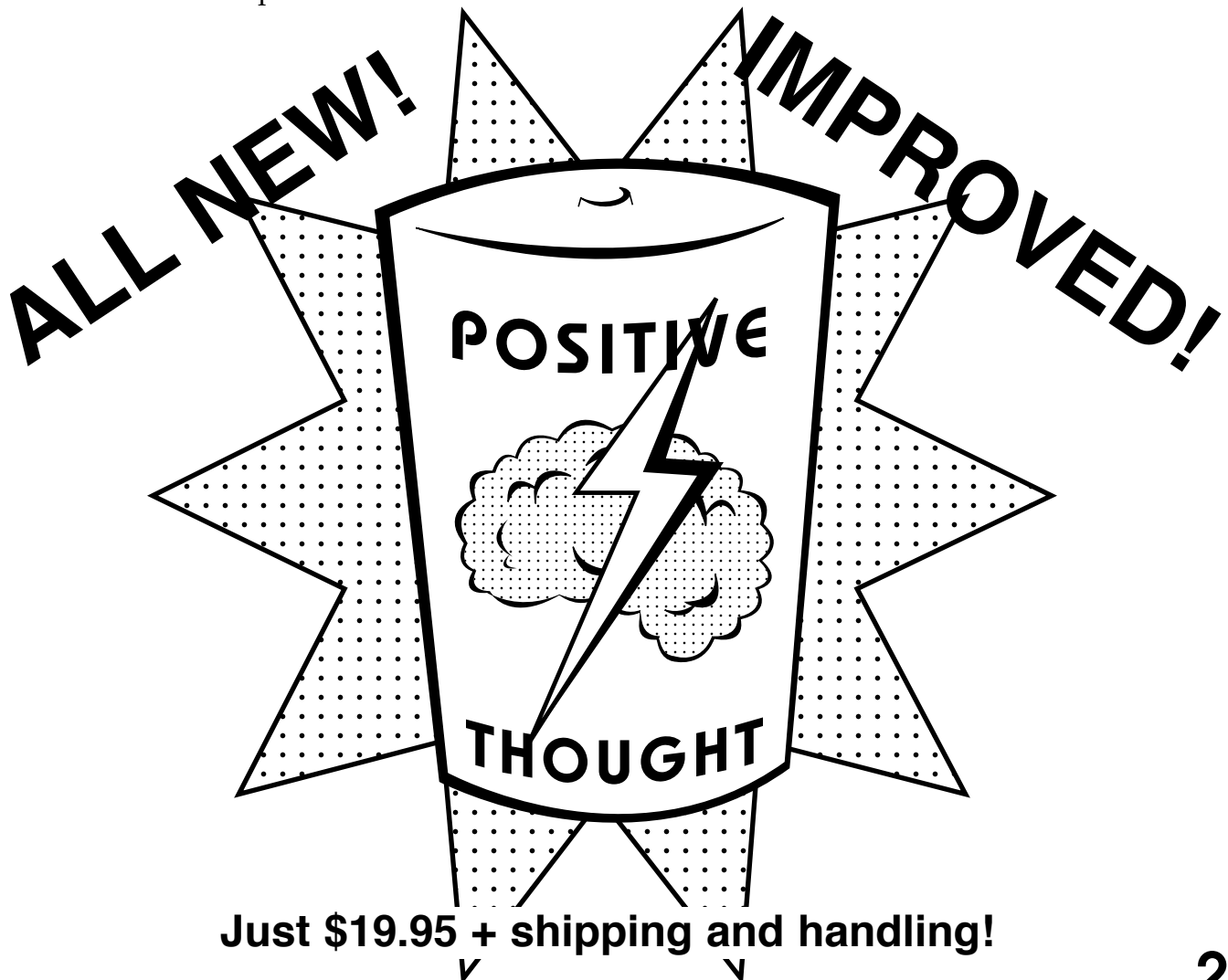
---

Can anger contribute to a person's ill health? Many scientists say "yes." Research also shows that anger and other feelings such as resentment, hate, grudges, ill will, jealousy, guilt, anger, and irritation are all attitudes that, when they linger, can lead to poor health. Research also shows that a person's attitude can affect the speed at which a person recuperates from illness.

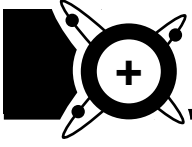
It doesn't matter whether a person's negative emotions are experienced slowly over a period of time or whether they are expressed violently all at once. Either way, anger and other negative thoughts can cause the general condition of the body to deteriorate into an unhealthy state.

### **ACTIVITY II**

Study several display ads in today's newspaper. Look for products that are supposed to make the user feel better or maintain good health. Then, on a separate sheet of paper, create your own ad for an imaginary product that will improve your attitude. Give your product a name and set a price. Be sure to highlight your product's features in a persuasive and creative way. Take a class vote to determine the five best product ideas.







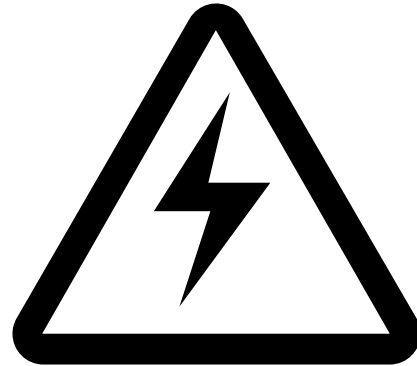
## **Fighting anger**

Anger can be one of the most mentally wrenching, physically draining emotions of all. Sure, there are times when everyone gets angry. But people who are quick to anger or who harbor angry feelings may experience some very unhealthy effects.

Just look at some of the things that happen to a person's body when he or she gets angry:

- Fists tend to clench
- The voice rises in pitch
- Muscles tense
- The body becomes rigid
- Adrenaline shoots through the body

It's not a pretty sight!



**WARNING!**

### ACTIVITY III

Find a newspaper photo or graphic of an angry person. What are the physical characteristics you notice? Which of the reactions listed above do you recognize? If possible, find out what caused this person to be so angry. What could he or she have done to calm the situation? Record your thoughts below.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

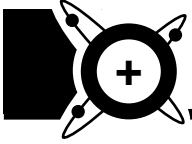
---

---

---

---





# Fighting anger

---

You've probably heard it said, "Never go to bed angry." That's because the sooner you can resolve your angry feelings, the better able you'll be to put them behind you.

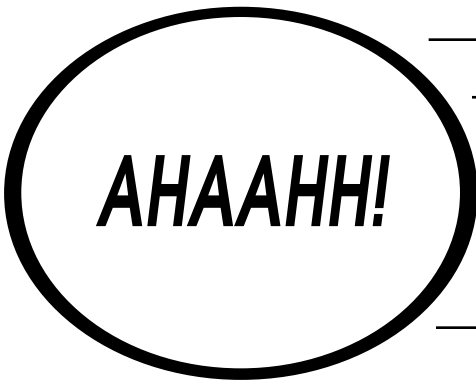
Sure, letting go of your anger — especially when someone has really hurt your feelings — isn't easy. Some people carry their anger around with them for years, causing themselves and others untold physical and emotional problems.

But with a little effort, it is possible to "forgive and forget," as another saying goes.

## ACTIVITY IV

The daily newspaper offers readers a variety of advice from such columns as "Ann Landers," "Dear Abby," "Ask Maura," and others. Select a letter or two written to these columnists about a subject in which anger is involved. How closely does the advice columnist's response fit the "forgive and forget" message? What additional advice would you have given?

Explain below.



---

---

---

---

---

---

---



---

---



---

---



---

---



---

---

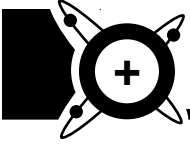
---

---

---

---

---



## Lesson seven

---

# Feeling accepted

### Introduction

Feeling accepted is an important aspect of adolescence. A large part of a student's self-esteem hinges on his perception that others like him. The final lesson of this unit focuses on developing those positive qualities that make a person like himself and, in turn, make others like him. Every student has the power to enhance his positive qualities as well as eliminate his negative ones. To be successful in school, in a career, and, ultimately, in life, students need to feel good about themselves.

### Purpose

The student will:

1. Identify qualities that make a person likeable
2. Examine his/her own positive qualities

### Preparation

#### Activity I:

**Materials needed:** Pencils, paper, computer for graphing (optional)

**Procedure:** Students read or are read the introductory paragraph on page 31. Students may work as a class or in groups to develop and conduct a poll about the qualities young people look for in others. The teacher can use a variety of demographics to assign each group a different area to poll: gender, age, grade level, separate classrooms within one grade level, etc. Within each cooperative group, there will be a division of labor: poll taker, statistician, graphic artist, and news reporter. (If groups of three: the same person can be statistician and graphic artist.) Students complete the activity over a period of days. Completed graphs and news articles may be shared with the class and/or displayed in the classroom.

#### Activity III:

**Materials needed:** Newspapers, scissors, glue, poster board

**Procedure:** Students read or are read the introductory paragraph on page 33. After completing their posters, students might wish to deliver to the class speeches for their candidates. If desired, students can complete the same activity using their own first names and personal qualities.

**Extended Activity:** Students can write a 30-second script for a commercial promoting their "friend of the year."

#### Activity II:

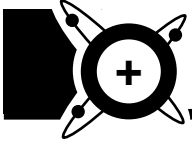
**Materials needed:** Newspapers, pencils, poster board or construction paper, art supplies

**Procedure:** Students read or are read the introductory paragraph on page 32. In explaining the activity, the teacher should identify "movie critics" as those students who have seen two or more of the movies currently playing. This group can divide the movie titles seen among individual critics or small teams of student critics. The remaining students ("TV critics") can use the current day's TV schedule to assign programs for analysis in the same manner. (Appropriate daytime TV may include children's programming and sitcoms, perhaps without soap operas.) When all groups and individuals have written their responses, each group adds its entries to the class list, either on the board, overhead projector, or poster board. A class discussion may summarize the activity by noting the most frequently appearing negative attitudes, as well as suggesting positive attitude replacements for each character.

#### Activity IV:

**Materials needed:** Newspapers, pencils

**Procedure:** Students read or are read the opening paragraph on page 34. After the teacher reviews the proper form for writing a business letter, students complete the activity individually.



# Feeling accepted

---

Everyone wants people to like them and wants to be accepted for who they are. Trouble is, that's not always easy to accomplish. In fact, you'll never get EVERYONE to like you. Some people just don't hit it off.

But even the most difficult people and people who are shy and unsociable can win friends and feel accepted — especially if they like themselves. A feeling of self-confidence and a healthy self-esteem go a long way in the quest for acceptance in today's world.

## ACTIVITY I

Work in groups of four to conduct a poll to find out the qualities and attributes people most often look for in other people. Choose one person from your group for each of the tasks listed below. Then decide on the people or groups of people you will poll and the questions you will ask. Once your poll is completed, draw a bar graph on a separate sheet of paper illustrating your findings. Write a news article for your school or class newspaper explaining the results.

### JOB RESPONSIBILITY

### PEOPLE/GROUP to POLL

Pollster (takes the poll): \_\_\_\_\_

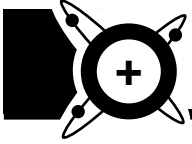
Statistician (calculates the results): \_\_\_\_\_

Graphic Artist (draws and labels graph): \_\_\_\_\_

News Reporter (writes news article): \_\_\_\_\_

### QUESTIONS TO ASK

- 1.
- 2.
- 3.
- 4.
- 5.



# Feeling accepted

---

While there are no universal traits that guarantee you'll win friends, there are some basic characteristics that will make it easier to feel accepted. Three of those characteristics are:

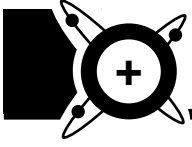
- #1. Be confident in your own abilities (In other words: Like yourself!)
- #2. Be a comfortable, easygoing, pleasant person
- #3. Have a sincere interest in people

By the same token, there are no universal traits that force people to dislike you. But you can bet that if you are rigid, self-centered, egotistical, and irritable, you will not have an easy time when it comes to making friends. These attitudes work to create natural barriers against building friendships.

## ACTIVITY II

Divide the class into two groups: movie critics and TV critics. Use newspaper listings to identify movie roles and TV roles in which the characters have trouble making or keeping friends. What are some of the common attitudes these characters display that get in the way of their popularity? List your responses below.

<u>MOVIE OR TV SHOW</u>	<u>CHARACTER NAME</u>	<u>NEGATIVE ATTITUDE</u>



## ***Feeling accepted***

---

People will begin to revise their views of you if you take time to talk with them and show an interest in their lives.

Here's one way to do that. At night, before going to bed, picture in your mind each person you have met during the day. As each face comes to mind, think one kind thought about him or her. The more positive things you look for in the people you know, the more positive things you'll find!

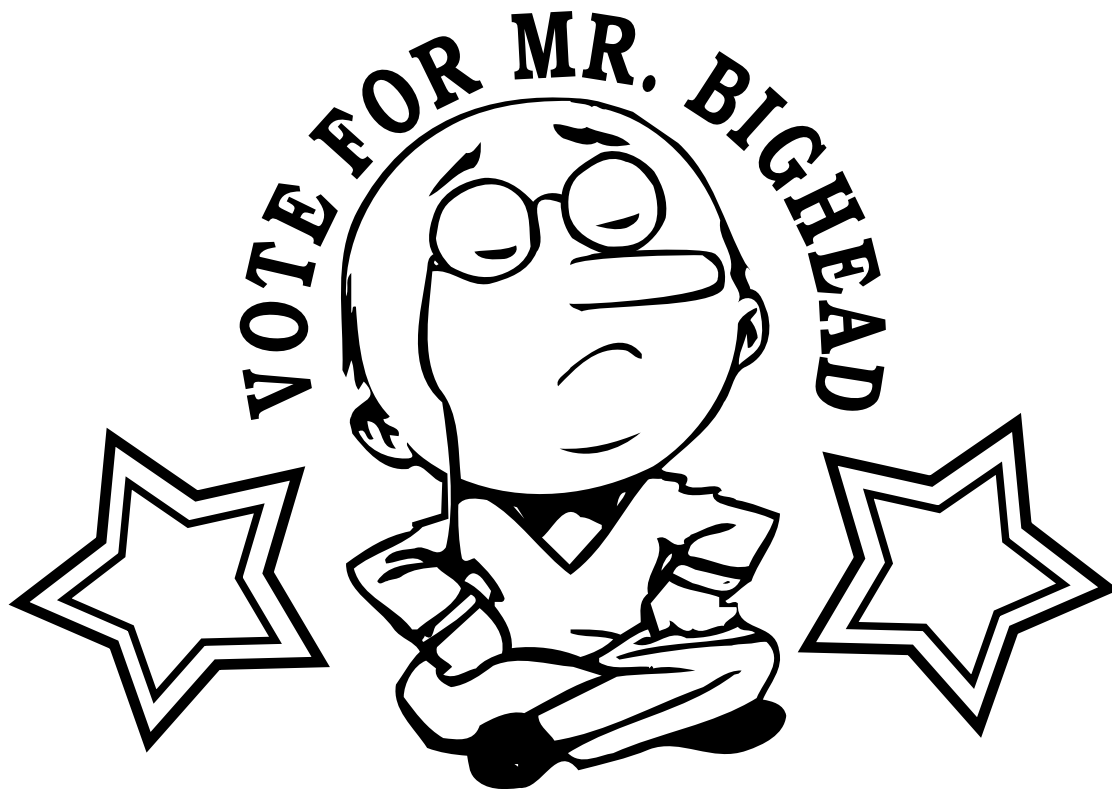
### **ACTIVITY III**

It can be a challenge to find admirable or likable qualities in some people. But that shouldn't stop you from trying.

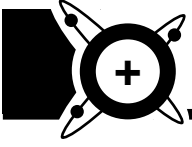
In your newspaper, look for someone you just don't like (He or she can be fictional — a comic strip character, for example.) You may not know him or her, but you've read about or seen this person before.

Now, try to find some admirable and likable qualities about this person. Make note of those qualities on a separate sheet of paper.

Next, pretend this person is running for "Friend of the Year" and you've been hired to design a campaign poster for him or her. On poster board or construction paper, roughly sketch the poster using slogans and other persuasive techniques that feature this person's positive side.



**FRIEND OF THE YEAR**



## *Feeling accepted*

---

The qualities that make people likable are often the same qualities that employers are looking for when they hire someone for a job. Strong character traits, such as a good self-image, and, of course, being a positive thinker, all make a difference when it comes time to get a job.

### ACTIVITY IV

Read today's classified ads and circle five job descriptions that list positive qualities required for jobs. From these five jobs, choose the one you would like the most. How do you measure up to the qualities listed? In the space below, write a business letter to the employer introducing yourself, and convince him or her that you have these and other positive qualities needed for the job.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

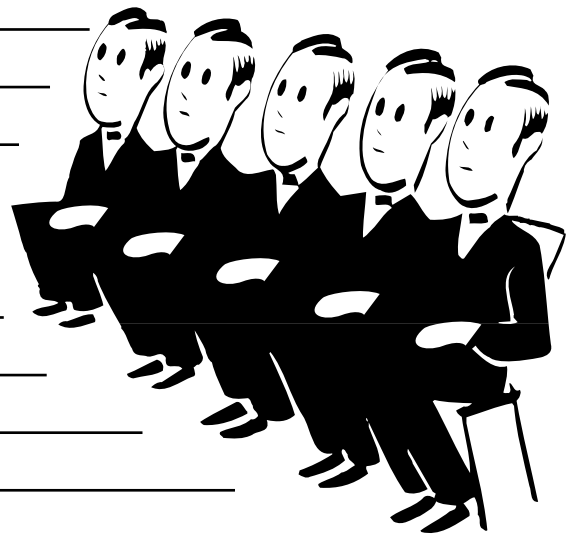
---

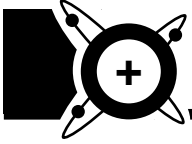
---

---

---

---





# Bibliography

---

Covey, Stephen R., *The 7 Habits of Highly Effective People*

Johnson, Eric W., *How to Live Through Junior High School*

Kohlberg, Lawrence and Gilligan, Carol, *The Adolescent as Philosopher: The Discovery of the Self in a Postconventional World*

Peale, Dr. Norman Vincent, *The Power of Positive Thinking*

Sharpe, Dr. Robert and Lewis, David, *The Success Factor*

Tracy, Brian, *The Psychology of Achievement*

Peiffer, Vera, *Positive Thinking*

Peiffer, Vera, *More Positive Thinking*

Written by: Ginny Swinson

Designed by: Paul Wagner

Educational Consultation by: Nancy Gilligan

© 1996 Knight-Ridder Productions, Inc.  
All Rights Reserved.